



GREAT FALLS ELEMENTARY

301 Dearborn Street
Great Falls, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 436 Students | |
| Principal | Wendell Sumter | 803-482-2214 |
| Superintendent | Dr. Thomas Graves | 803-385-6122 |
| Board Chair | Dr. Richard Hughes | 803-581-7522 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2010 | Average | Average |
| 2009 | Below Average | Below Average |
| 2008 | Below Average | Below Average |
| 2007 | Below Average | Below Average |
| 2006 | Below Average | Average |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

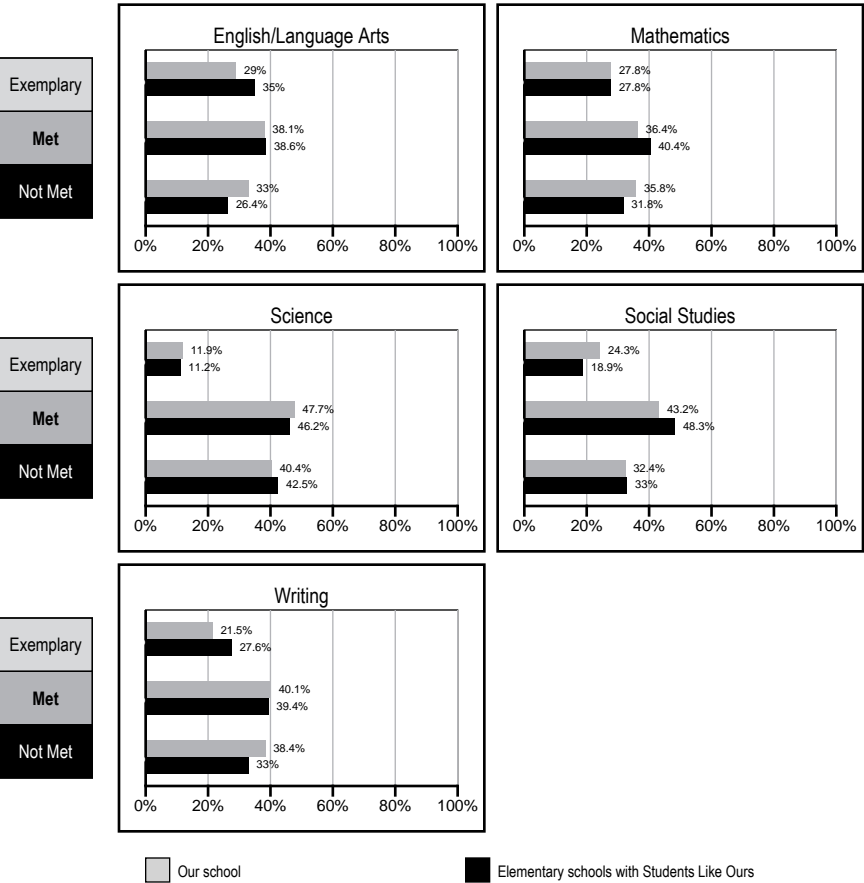
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 2 | 12 | 102 | 12 | 1 |

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=436) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 6.1% | Up from 3.8% | 1.6% | 1.2% |
| Attendance rate | 95.3% | Up from 95.2% | 95.7% | 96.1% |
| Eligible for gifted and talented | 17.6% | Up from 9.0% | 9.4% | 11.7% |
| With disabilities other than speech | 9.6% | Up from 9.0% | 9.1% | 8.0% |
| Older than usual for grade | 2.1% | Down from 3.4% | 0.5% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | Down from 4.6% | 0.0% | 0.0% |
| Teachers (n=29) | | | | |
| Teachers with advanced degrees | 75.9% | Up from 66.7% | 59.4% | 60.5% |
| Continuing contract teachers | 82.8% | Up from 80.0% | 85.0% | 84.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 83.2% | Up from 80.5% | 87.5% | 87.0% |
| Teacher attendance rate | 95.6% | Up from 95.2% | 94.8% | 95.4% |
| Average teacher salary* | \$48,475 | Down 0.2% | \$46,543 | \$47,288 |
| Professional development days/teacher | 6.6 days | Down from 10.8 days | 11.0 days | 10.5 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 16.1 to 1 | Down from 17.8 to 1 | 19.3 to 1 | 19.2 to 1 |
| Prime instructional time | 90.2% | Up from 88.8% | 89.7% | 90.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 99.9% | 100.0% | 100.0% |
| Character development program | Excellent | Up from Good | Excellent | Excellent |
| Dollars spent per pupil** | \$7,478 | Up 3.5% | \$7,518 | \$7,548 |
| Percent of expenditures for instruction** | 68.0% | Down from 69.1% | 67.8% | 68.7% |
| Percent of expenditures for teacher salaries** | 65.7% | Down from 65.9% | 64.6% | 65.1% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Great Falls Elementary School is a Title I school in rural Chester County in the upper state of South Carolina, situated approximately halfway between Columbia, SC and Charlotte, NC. The percentage of students at Great Falls Elementary who received free or reduced lunch for the 2009-10 school year was 76.7%. As a school, Great Falls Elementary met 94.1% of Adequately Yearly Progress criteria for the 2009 year.

Due to Great Falls Elementary's status of "Restructuring" based on Adequately Yearly Progress results, the school made several major shifts in the way instruction and learning are conducted at the school. First, the school day was lengthened by thirty instructional minutes, moving dismissal time to 3:05 PM, increasing time by 150 minutes weekly. This was in response to teachers' concerns that the school day was too short to complete the daily required curriculum.

Secondly, teachers in grades Kindergarten through fifth, as well as self-contained and resource special education teachers, submitted student work samples three times this year in September, December, and April to be calibrated to the state academic standards by DataWORKS of California. Each grade level experienced growth in each of the four content areas. Several grade levels experienced 100% matching of standards at least twice in content areas on their samples.

A third initiative, Explicit Direct Instruction, also from DataWORKS, was implemented in all classrooms to improve student engagement, as well as to hold all students accountable for their learning. Highlights of the program are the calling-on of students by selecting students' names randomly to respond to questions, so that all students are held accountable in a process called Checking for Understanding. The program also emphasizes teaching students on grade level every day.

Other changes at the school level for this year were the grade level daily common planning time and the use of common grade level assessments. Having the common planning time during fine arts enabled grade level teachers to meet regularly to plan instruction and assessments. Part of this shift in the fine arts schedule included FAFulous(Fine Arts and Fitness) Fridays, during which students from the entire grade level reported to the gym at their regular fine arts time for fitness, dance, physical education, visual art, and music. Nine weeks awards ceremonies were also held on Fridays during these scheduled times. Creating more unified instruction among the grade level was a result of both the common grade level planning and the use of common assessments. District wide, benchmark assessments at nine weeks intervals were also introduced this year to gauge student progress toward state standards.

After Winter Break, a school-wide Fun Fact Friday was held weekly from January 15-March 26 to increase students' skills on basic facts for their grade level. Students were given 50 problems, such as addition at first grade, and five minutes to complete them. Students received incentive Star Bucks if they increased the number of problems worked correctly each week or decreased the amount of time it took to complete the 50 problems. Following Fun Fact Friday, students began working on 100 problems in preparation for the Timed Math Contest at each grade level.

Great Falls Elementary was also the recipient of a Title I School Improvement Fund (SIF) Grant for the 2009-10 school year, worth over \$200,000.00 in equipment and supplies. Part of these funds were used to purchase Promethean Boards for classrooms, books of interest to both male and female students, as well as resources to assist teachers with creating assessments and assessing student levels of achievement in reading and math. Regular Title I funding provided an Instructional Coach and classroom teachers at grades one and four to reduce class size below the district recommended level, along with technology supplies, writing supplies and materials, and Everyday Mathematics supplies and materials. Technical Assistance funding paid for a teacher in grade four to reduce class size.

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 24 | 70 | 57 |
| Percent satisfied with learning environment | 91.3% | 78.3% | 66.1% |
| Percent satisfied with social and physical environment | 95.7% | 80.0% | 75.0% |
| Percent satisfied with school-home relations | 75.0% | 92.9% | 74.5% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

| | |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|---------|
| School Improvement Status | R-DELAY |
|---------------------------|---------|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | |
|---|--------------|-------|
| | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers | 23.0% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.3% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 181 | 99.5 | 32.4 | 38.1 | 29.5 | 80.7 | 74.9 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 116 | 99.1 | 35.4 | 35.4 | 29.2 | 76.1 | 71.4 | 80.1 | N/A | N/A |
| Female | 65 | 100 | 27 | 42.9 | 30.2 | 88.9 | 78.8 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 115 | 99.1 | 27.7 | 35.7 | 36.6 | 83 | 82.8 | 89.6 | Yes | Yes |
| African American | 64 | 100 | 41.9 | 40.3 | 17.7 | 75.8 | 66.5 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 92.3 | 92.7 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 76.7 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 26 | 100 | 84.6 | 7.7 | 7.7 | 38.5 | 42.6 | 51.7 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | 85.2 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 127 | 99.2 | 38.5 | 39.3 | 22.1 | 74.6 | 68.8 | 76.9 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 181 | 99.5 | 35.2 | 36.9 | 27.8 | 79 | 71.7 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 116 | 99.1 | 34.5 | 36.3 | 29.2 | 77.9 | 69.7 | 78.4 | N/A | N/A |
| Female | 65 | 100 | 36.5 | 38.1 | 25.4 | 81 | 73.9 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 115 | 99.1 | 28.6 | 35.7 | 35.7 | 80.4 | 79.3 | 87.8 | Yes | Yes |
| African American | 64 | 100 | 46.8 | 38.7 | 14.5 | 75.8 | 63.6 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 100 | 93.5 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 76.7 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 26 | 100 | 76.9 | 15.4 | 7.7 | 38.5 | 36.9 | 46.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | 81.5 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 127 | 99.2 | 42.6 | 35.2 | 22.1 | 73 | 65.1 | 72.8 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 112 | 100 | 39.4 | 47.7 | 12.8 | 60.6 | 57 | 67.3 |
| Gender | | | | | | | | |
| Male | 65 | 100 | 32.8 | 56.3 | 10.9 | 67.2 | 57.3 | 66.9 |
| Female | 47 | 100 | 48.9 | 35.6 | 15.6 | 51.1 | 56.7 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 67 | 100 | 31.8 | 51.5 | 16.7 | 68.2 | 72 | 79.6 |
| African American | 44 | 100 | 52.4 | 40.5 | 7.1 | 47.6 | 41.7 | 49.7 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 84.4 |
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | 50 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 13 | 100 | 76.9 | 15.4 | 7.7 | 23.1 | 29.1 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | 50 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 82 | 100 | 44.3 | 45.6 | 10.1 | 55.7 | 47.5 | 55.4 |

Social Studies

| | | | | | | | | |
|----------------------------|-----|-----|------|------|------|------|------|------|
| All Students | 115 | 100 | 31.5 | 44.1 | 24.3 | 68.5 | 63.2 | 70.9 |
| Gender | | | | | | | | |
| Male | 75 | 100 | 28.8 | 43.8 | 27.4 | 71.2 | 61.6 | 70.1 |
| Female | 40 | 100 | 36.8 | 44.7 | 18.4 | 63.2 | 65.1 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 77 | 100 | 28 | 45.3 | 26.7 | 72 | 70.3 | 79.2 |
| African American | 37 | 100 | 40 | 40 | 20 | 60 | 55.5 | 58.4 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 86.8 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 72.2 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 17 | 100 | 64.7 | 29.4 | 5.9 | 35.3 | 32.8 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | 75 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 77 | 100 | 37 | 46.6 | 16.4 | 63 | 56 | 60.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 182 | 99.5 | 38.4 | 40.1 | 21.5 | 61.6 | 62.5 | 72.1 | 95.3 | 95.3 |
| Gender | | | | | | | | | | |
| Male | 115 | 99.1 | 42.5 | 36.3 | 21.2 | 57.5 | 54.5 | 65.2 | 95 | 95.1 |
| Female | 66 | 100 | 31.3 | 46.9 | 21.9 | 68.8 | 71.2 | 79.2 | 95.8 | 95.5 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 115 | 100 | 36 | 38.6 | 25.4 | 64 | 69.6 | 80.8 | 94.9 | 94.8 |
| African American | 64 | 98.4 | 41 | 44.3 | 14.8 | 59 | 54.5 | 59.7 | 96 | 95.7 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 85.7 | 87 | 97.2 | 97 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 76.7 | 64.6 | 89 | 94.3 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.4 | N/A | 95.4 |
| Disability Status | | | | | | | | | | |
| Disabled | 28 | 96.4 | N/AV | N/AV | N/AV | 18.5 | 17.2 | 27.7 | 94.7 | 94.2 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 77.8 | 63.7 | N/A | 95.5 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 128 | 99.2 | 43.1 | 41.5 | 15.4 | 56.9 | 55 | 61.9 | 94.8 | 94.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 54 | 100 | 34 | 28 | 38 | 66 |
| | 4 | 79 | 100 | 45.8 | 34.7 | 19.4 | 54.2 |
| | 5 | 68 | 100 | 42.9 | 38.1 | 19 | 57.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 57 | 100 | 26.3 | 28.1 | 45.6 | 73.7 |
| | 4 | 48 | 97.9 | 31.8 | 38.6 | 29.5 | 68.2 |
| | 5 | 76 | 100 | 37.3 | 45.3 | 17.3 | 62.7 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 54 | 100 | 34 | 46 | 20 | 66 |
| | 4 | 79 | 100 | 43.1 | 38.9 | 18.1 | 56.9 |
| | 5 | 68 | 100 | 52.4 | 42.9 | 4.8 | 47.6 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 57 | 100 | 29.8 | 29.8 | 40.4 | 70.2 |
| | 4 | 48 | 97.9 | 13.6 | 54.5 | 31.8 | 86.4 |
| | 5 | 76 | 100 | 52 | 32 | 16 | 48 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 27 | 100 | 44 | 48 | 8 | 56 |
| | 4 | 79 | 100 | 50 | 41.7 | 8.3 | 50 |
| | 5 | 34 | 100 | 40 | 56.7 | 3.3 | 60 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 28 | 100 | 35.7 | 42.9 | 21.4 | 64.3 |
| | 4 | 47 | 100 | 22.7 | 61.4 | 15.9 | 77.3 |
| | 5 | 37 | 100 | 62.2 | 35.1 | 2.7 | 37.8 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

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PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | 27 | 100 | 28 | 40 | 32 | 72 |
| | 4 | 79 | 100 | 37.5 | 44.4 | 18.1 | 62.5 |
| | 5 | 34 | 100 | 39.4 | 42.4 | 18.2 | 60.6 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 29 | 100 | 31 | 34.5 | 34.5 | 69 |
| | 4 | 47 | 100 | 22.7 | 52.3 | 25 | 77.3 |
| | 5 | 39 | 100 | 42.1 | 42.1 | 15.8 | 57.9 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 55 | 98.2 | 49 | 30.6 | 20.4 | 51 |
| | 4 | 78 | 98.7 | 45.8 | 37.5 | 16.7 | 54.2 |
| | 5 | 67 | 98.5 | 50 | 37.1 | 12.9 | 50 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 57 | 100 | 43.9 | 21.1 | 35.1 | 56.1 |
| | 4 | 48 | 97.9 | 26.7 | 57.8 | 15.6 | 73.3 |
| | 5 | 77 | 100 | 41.3 | 44 | 14.7 | 58.7 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample